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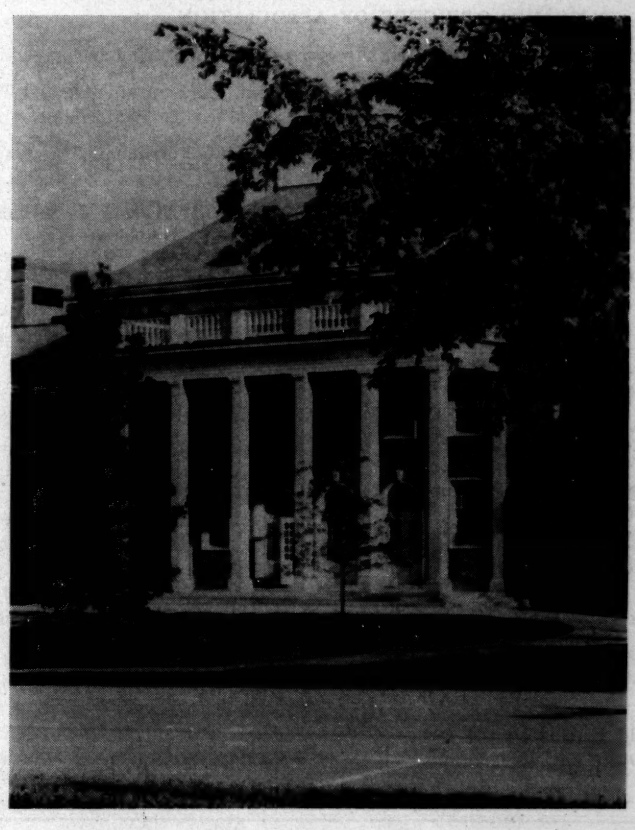

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THE JOURNAL
of the
College and University Personnel Association

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NOTES & QUOTES . . .

Sesquicentennial Year

Miami University's Student Center, opened in September, 1957, contains recreation rooms, dining facilities, and office space for student organizations. Its ballroom, parlors, lounges, and game rooms provide adequate recreation opportunities for Miami students.

1959 is Miami's Sesquicentennial Year, and special convocations, symposia, conferences, lectures, concerts, and art exhibits are being held in honor of the University's 150 years of growth and service. Symposia held included "Energy and Its Social Implications" in May, and "New Directions in Business Enterprise" in October. Among the conferences held during 1959 were "What Is a College For?", co-sponsored by the Humanities Center for Liberal Education in April, and "Schools for the Future" in June.

Open Door Policy

In recent years there has been a growing tendency to provide a better rapport between administrative officers, faculty, and employees in colleges and universities. For thirty years I found the Open Door Policy very effective, as a dean or president, to make the individual — no matter what his problem or position on campus might be — feel he was part of the educational institution, by allowing him to come into my office unannounced. I never used secretaries, deans, or receptionists as a gauntlet.

The big complaint at a recent meeting of personnel people was that today college and university presidents, deans, admission officers, etc. are not on campus, or when there, they require a formal schedule for a conference, which sometimes requires persons to wait from one week to two months to see a college or university official. One college even had a regulation that the president would not consider any request unless it was presented in writing, and then he would have three weeks to consider same. Just imagine a science teacher being offered $4000 more to teach in another university, and the college official would say, "See me in three weeks."

Any educational institution which is successful and goes forward instead of standing still or sliding backward must have the

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welfare of its students, faculty, and employees as one of its chief objectives. If the college official is really too busy to see any individual on campus as a problem arises, said official should delegate authority to others to make decisions.

A story is told of a college president of an institution, with approximately 100 employees, which needed two janitors. One day the president saw a likely candidate walking on campus. The president asked him if he did not want a janitor's job. You guessed it, the man had been working there for two years.

Knowing the students, faculty, employees, alumni, and community people, and being concerned with their welfare, will pay big dividends for any college official. — *F. A. Beu, Dean, Ferrum Junior College.*

What Others Are Saying

"An institution is engaged in long range planning when it selects and defines its educational objectives; determines the means required for achieving them; and prepares for systematic achievement of those objectives within stated periods of time. Long range planning cannot be wholly casual or informal. It must have a definite pattern, be firm enough to provide guidance, yet flexible enough to meet the institution's changing needs, and it must lead to effective action in the desired direction." — *H. Lawrence Wilsey, Director, Educational Administration Department, Booz, Allen & Hamilton.*

"What is gradually going on is a destruction of the entire concept of public trusteeship. Boards of trustees or regents are being supplanted in final authority and cognizance by commissions, regulatory statutes, and rigid administrative rules and regulations generally enforced and interpreted by clerical subordinates after the Legislature goes home. Even if the chief state administrative officers were the enforcement bodies, such administrative officers are seldom, if ever, qualified as educators or educational administrators. And part of the hysteria of anti-intellectualism of recent years is the community mythical concept that educational administrators, however well-trained, are "pink cloud theorists" — not to be trusted to make the hard-fisted, practical, day-to-day decisions that relate to the very campus and operating scene where these administrators live and work. The end result is that such decisions are made by 'absentee clerks' who may visit the campus once or twice a year, if ever, or sit in on a pre-audit of the budget, miles from the scene of operation." — *J. Paul Mather, President, University of Massachusetts.*

"With all of the controversy over who should run American colleges, if anybody, a person who slides, no matter how haltingly, into a subject like training college administrators will presently be characterized in at least one of the following ways: 1) incredibly naive, if not stupid; 2) a missionary bureaucrat; 3) a thinly disguised time-and-methods engineer; 4) an apprentice 'Captain of Erudition,' Veblen's term for an academic administrator; or 5) 'a young man in a hurry'." — *Robert J. Wert, formerly Executive Associate, Carnegie Corporation of New York.*

Editorially Speaking...

PAUL A HARTLEY

from his President's Address to the Thirteenth Annual Conference of the College and University Personnel Association, University of Virginia, July, 1959.

On Sunday, June 28, 1959 we opened the Thirteenth Annual Conference of this organization.

This past year has been a significant one. During this year we have become affiliated with the National Association of Higher Education. We have also incorporated under the Laws of the State of Illinois. Our growth has been good. Our research has given us nation-wide recognition.. As we look to the future of this organization and the personnel movement in the college field, I am sure that we will find new areas for achievement.

On Sunday evening there was introduced to you the Charter members of our organization. These are the persons who started early in the college personnel field and have seen this organization grow from a weak, struggling infant to the teenager that it is now. During the next few years, while this organization will be in its "teens," a maturation and growth will take place. In these years ahead will we, as college personnel people, develop the college personnel field into a mature recognized field of college endeavour, with the professional standing that we all feel it should have, or will we find it becoming a mere clerkship? Will we find the college personnel directors on a level with other college administrators, or will they take their places in the rear ranks? We are the people who must forge this place for ourselves and our successors. Can we meet this challenge?

Let us consider for a moment the question: Are college Personnel Directors members of a profession? Is there such a thing as a personnel profession? If there is, who practices it, and on what basis does one come into the profession?

What is a profession? If we look in Webster's Dictionary for assistance in answering this question, we find: "a professing; open declaration; public avowal, acknowledgment or claim, as of religious faith and purpose". I have no doubt but that each of us looks upon college personnel work in somewhat this vein. I am sure that we openly express our belief and conviction in the personnel field, but this is not what we are seeking — the factors which will make us have the standing of a profession.

We must look further. Webster again supplies a modifier of "learned". This, of course, limits us to the three fields that are accepted by tradition — those of Theology, Medicine, and Law. Surely this is not the definition we

are seeking, since we are immediately excluded.

Somewhere in between the very general definition that we first noted and the second very narrow one is the middle ground that we are seeking. Webster does come up with another definition by stating that a profession is "the occupation, if not purely commercial, mechanical, agricultural, or the like, to which one devotes oneself;a calling, in which one professes to have acquired some special knowledge used by way either of instructing, guiding, or advising others, or of serving them in some art; as the profession of arms, of teaching, etc."

This, I believe, is the one that will best fit our needs. However, we must be careful not to wander from the path and become mannerristic in our approach, or we will find that our assumption of being a profession will be wanting.

If we are a profession, by what route do we gain these special knowledges or arts which we are going to use to instruct, guide, advise, or serve our institutions? I am sure that the pioneers in this field had to chart their course over unknown seas. Now, however, there seems to be a body of concepts, plans, and programs that are generally accepted. This is a growing body of practice that we will pass on to the next generation.

Let us now look back at the learned professions for a moment. There was a time when if you wished to become a physician you became an apprentice and worked with a practicing physician. You studied and observed the master's methods, and finally you took an examination and became a physician. This was also true in the field of Law. In this field you read the Law under the direction of the master barrister, and, upon passing the examination, you were admitted to the profession to practice Law. Through the years these professions have become more exacting in their training requirements. Now the beginner must enroll in a formal education program and must accept the pattern of education as set down by the profession. He must also accept the disciplines of the profession. The apprenticeship training program is not abolished, but it is placed after the formal education program. The apprentice training program is still a most important thing, and is just as basic and is watched just as carefully. This is good for all of us so that we can be sure that the practitioner is one with good skills and knowledge.

If the work of a college personnel director is, or should become, professional, what are the disciplines and knowledge that must be acquired, and where will the neophyte be able to acquire them? If this is defined, then where will the beginner find the apprenticeship that is so necessary in a profession?

A few days ago I sat at a dinner table with people in the personnel field, and we compared our training backgrounds. One had trained to be a civil engineer, another as a retailer, a third as a secretary. This is no different from the experience that we would find if we were to survey the people in this room.

Few of us trained to do personnel work, because it is a new field, and we came into it perhaps more by chance than by training. I am sure this cannot be the pattern of the future if we are to grow and become accepted as a profession.

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A University's Most Valuable Commodity — Its Manpower

ORIE E. MYERS, JR.

"The personnel resources of a college or university undoubtedly represent the most valuable — as well as the most expensive — commodity in that institution. Unfortunately, that commodity does not always receive consideration commensurate with its expense and potential value. It is of great importance that we, as administrators of educational institutions, not close our eyes to this situation on the premise that 'we have no personnel problems'."

Within the past ten to twenty years we have seen a major change in the industrial relations picture on college campuses. The campus of yesterday embraced very few employees, who were generally service personnel. Universities now employ hundreds, and often even thousands, of individuals from all walks of life in a diversity of complex occupational situations seldom paralleled in commercial enterprises. Administrative authorities frequently compare the university campus of today with good-sized metropolitan centers.

University administrators must realize that educational institutions do have complex problems in the field of personnel relations, just as do other types of business enterprises. Officials responsible for the personnel staffing of an institution must gather not only a competent labor force, but also a force that is both homogeneous and congruous. The pertinent question is not whether we shall have a personnel program, but instead it is how effectively our administrators and supervisors plan for, and cope with, these always-existent personnel affairs.

Administrators of educational institutions should periodically study and evaluate the facilities and techniques which they use in the conduct of personnel relations. While a comprehensive evaluation would involve considerably more detail than can be set forth in this statement, it is hoped that these comments will at least encourage educational administrators to pause and survey their personnel programs to be sure that they are getting their money's worth therefrom, and also that their personnel program is accomplishing its proper objectives in the institution's broader administrative program. Perhaps a more detailed plan of evaluation will be promulgated in the near future through collective efforts of the membership of the College and University Personnel Association.

The logical point at which to

Mr. Myers, Director of Personnel, Emory University, is serving as President of the College and University Personnel Association, 1959-1960.

begin in evaluating a university personnel program is the organization and staffing of the personnel office. First, individuals responsible for the personnel or industrial relations function on a university campus must fully understand and accept the basic premise that the personnel office is a service operation. This service must be directed in the interest of the employees, in the interest of university management, and in the interest of the general public, and it must be coordinated with the university's objectives of teaching, research, and public service.

Second, the personnel office must be so placed in the administrative structure of the university that the persons responsible for administering the personnel function will have a broad and complete picture of the institution's total sphere of operations. The exact position will, of course, vary from institution to institution dependent upon individual circumstances. Executive officers of educational institutions also must insist that their personnel offices be staffed with men and women of the highest possible qualifications. Desired qualifications would include a favorable background of training and experience in the field of personnel administration, and a more ideal situation would include experience in personnel management, specifically on a university campus.

One of the more important operating principles which must be respected in the establishment and operation of a personnel program is the principle of "equal pay for equal work". The application of this principle is necessary in order to ascertain internal wage alignment. Job analysts will also consider external influences in arriving at a practical wage scale. These external factors include the law of supply and demand, prevailing wage rates, professional requirements, and related influences. Once the administrators of an institution decide that the institution should have a sound and equitable salary structure, they will find there are various techniques available that can be used in the establishment and implementation of the program. An institution's administrative officers must exercise careful judgment in the selection of techniques and courses of action, using only those most suitable to that particular university's specific needs and circumstances.

The second phase of the university's personnel program entails the matching of human aptitudes and job specifications. There is a positive incentive for modern management to practice judicious placement in order to promote stable and effective employment. One glance at the budget of a college or university will show that approximately seventy-five per cent of the school's expenditures are in the area of personal services. A small variation in the basic quality of the institution's manpower can have a major effect on efficiency and economy. For this reason, we should obtain the highest possible quality of manpower for each dollar invested. Every available personnel tool or technique should be utilized in this process.

Let us now glance at a few of the tools which are available in the area of recruitment and employment. Since the desired calibre of employees can be obtained only after potential manpower has first been attracted to the campus, it is important to develop as broad a group of applicants as possible

from which to select. Similarly, the sources of this potential manpower must be kept in a "ripe" state so that the desired yield of applicants can be obtained. Once the applicants have been attracted, a thorough and calculating process of screening must be accomplished. Universities often short-circuit their own ultimate interests in this respect by forsaking thoroughness for expediency. However, the cost, as well as the time, would be little more — in fact, less in the long run — if applicants were carefully screened in order to assure selection of the best qualified individual for the job.

A centralized location for receipt of applications, as well as for maintenance of employment records, is a prerequisite for effective recruitment. Such a plan need not, however, necessitate the establishment of a centralized personnel office for the university unless such an arrangement is justified in an analysis of the over-all personnel picture. This centralized location must develop an accurate and complete picture of applicants, and it is essential that available techniques be utilized in this procedure. Such techniques include a standardized application form, written and/or oral performance tests involving both aptitude and ability, telephone and/or written inquiries of personal, as well as past, employment references, interviews, and related procedures. The resulting profiles are then compared with job specifications, and the better qualified individuals are referred to the appropriate department head who, in turn, will make final selection. Many institutions will add a probationary employment period of six months or longer as the final phase of the employment or appointment process.

Once the best possible persons have been secured for the job, there still remains the major task of training and developing these individuals so that they can produce according to their capacities. The employer must provide certain formal and informal training programs in order to make certain that these innate capabilities are developed. Institutions should have well-organized training programs in such areas as orientation training for new employees, safety training, skills training in the various crafts and services, and supervisory and secretarial training programs for individuals in the management area. The true value of the training programs rests, however, in the effective utilization, rather than in the mere existence thereof.

The institutional employment environment probably offers a greater opportunity for true counselling and guidance by "personnelists" than is generally found in other industries. This is perhaps because of the diversity of occupational circumstances existent in universities. Perhaps it is because of the nature, and in some instances the temperament, of the individuals who make up a university family. Perhaps it is because of the public service aspect involved in the institution's basic objectives. At any rate, much of the energies of personnel people in university administration is expended in working with faculty and staff members with reference to their individual occupational situations, and, at times, with reference to personal situations which are reflected in their jobs. As has been already suggested, the "person" in personnel is extremely

prevalent in the climate of educational institutions.

Another personnel function involves the maintenance of an atmosphere conducive to the continued best efforts of employees. It is not possible to enumerate all of the elements which produce the harmonious and best efforts of all personnel. There are a few such elements, however, which can be provided through a personnel program. "Fringe benefit" programs which are economical both to the employer and to the employee, and which provide a basic sense of security for the manpower of the institution, represent an excellent example of such an element. A fair and well-understood grievance procedure is another example. The same might be said for good working conditions — such as working hours, vacation and sick leave privileges, and university-provided opportunities for personal development.

An educational institution cannot have an optimum personnel relations program without a complete and accurate system of personnel records. Such records form the foundation on which the "ideal" plan for an institutional personnel program is built. It is firmly believed that all colleges and universities — irrespective of size or organizational complexities — should have a central system of personnel records. Such a system should be maintained in a personnel office, or as a subsidiary function in another administrative office in a small institution.

There are certain salient points which should be emphasized with reference to the establishment and maintenance of this system of personnel records. Management must have facts and not surmises — facts that can be analyzed for making intelligent decisions regarding personnel relations. Such facts can be obtained only from complete personnel records. Readily available facts permit proper job evaluation and proper applicant evaluation so that the man will match the job. Readily available facts permit valid and consistent decisions.

The necessity for accurate and complete personnel records has increased manifold in recent years as a result of government regulations, tax laws, workmen's compensation laws, health regulations, social security legislation, administration of fringe benefit programs, and labor negotiations. There is also the important need for personnel records and reports for the part they play in enabling an institution to maintain a favorable position in today's competitive labor market. We must know our present position before we can efficiently chart our future course.

Because of the extreme importance and confidential nature of personnel data, it should be carefully protected against intrusion, theft, inquisitive eyes, and loss by fire. Active and valuable operating records also should be protected, even though they are not irreplaceable. Personnel working with such records should be instructed thoroughly as to the importance and confidential nature of these records.

One of the more difficult responsibilities which faces "personnelists" entails the harmonizing of "labor leanings" and "management musts". While labor relations basically are the responsibility of line management — department heads, supervisors and foremen — the personnel director, as the specialist in the field of labor relations, must formulate the policies

and the plans for line management. In short, since there is usually a close correlation between the equity of a firm's personnel policies and practices and the harmony of employer-employee relationships, it is essential that the personnel relations office provide for the institution a sound program of human relations.

A relative newcomer to the personnel family in educational institutions is the field of safety. While this area of interest is relatively new even to industry, it is nonetheless quite important. Recent social legislation has placed on employers — eleemosynary as well as commercial — a major financial burden insofar as on-the-job accidents are concerned. A similar financial burden exists with reference to general plant safety. Colleges, universities, and hospitals are spending literally millions of dollars in settlement of accident claims — either directly or through insurance premiums. Institutions are having to invest in safety training and guidance in order to check this financial drainage. The responsibility for plant security fits quite naturally, as a companion responsibility with safety. There are numerous justifications for the merging of these two functions into an important and challenging phase of personnel administration in educational institutions.

One of the more interesting, as well as complex, functions which confronts management in the present day working environment is the positive motivation of employees. This problem becomes particularly acute in colleges and universities since, by their very nature, they operate in an air of "freedom" — freedom of thought, speech and activity, and freedom from certain "commercial" pressures. Personnel officials must emphasize to department heads and supervisors that today's social structure causes great individual differences, and these individual differences must be recognized and respected in employer-employee relationships. Consequently, employers must strive to select the most effective motivating factor after careful analysis and consideration of these differences.

Another phase of personnel relations which often does not receive its fair share of interest and attention is the relatively new field of organization and methods analysis. Here, indeed, is a field that is greatly in need of attention, and it is only reasonable that the Personnel Director, as the industrial relations officer of the institution, should be used advantageously in such work. Management survey reports in colleges and universities have continually emphasized the need for more attention to this phase of industrial management.

While the responsibility of the personnel office varies from institution to institution insofar as budget planning is concerned, it is important that the Personnel Director, as custodian of manpower in behalf of the university, be consulted in these considerations. As has been noted, approximately seventy-five per cent of the total budget is devoted to personnel staffing.

These functions of job evaluation, wage and salary administration, recruitment and placement, training, counselling, records and transactions, safety, fringe benefits, labor relations, collective bargaining, budgetary planning, organization and methods analysis, merit rating, testing, and related personnel activities are too often

emphasized to the point that one loses sight of the broader objective of personnel administration in colleges and universities.

While personnel officials must delve into each of these functions, using all available personnel tools, and while they can ill afford to neglect such tools as the application form, tests, the interview, audio-visual aids, and other devices available in the field of personnel management, it must be emphasized that these functions and operational techniques or tools are simply means to the ultimate end of teaching, research, and public service in the educational institution. A personnel program must be designed to facilitate the accomplishment of these predetermined objectives of the institution.

As educational administrators work to improve their programs of personnel relations and to establish centralized personnel offices, it is important that they work from two rather basic premises. First, the personnel program must be "tailored" to fit into the university's over-all administrative structure — it must function to serve the operational departments of the institution. It is, and must be, a "staff" function. Second, each of the previously mentioned personnel functions exist in a college or university at all times. Of this, there is no doubt. Unfortunately, however, there is no guarantee that these personnel functions will be administered efficiently. It is suggested, in fact, that quite the contrary will more than likely be the case, unless the personnel program is administered in an organized and planned manner.

All of these personnel functions are designed to fit together and to complement each other. Each function should be carefully planned and coordinated to provide the best possible program for the management of manpower resources in the institution. These personnel resources of our colleges and universities are much too important to administer haphazardly. There must be a well-organized and well-administered plan. We cannot afford to "short-circuit" our personnel relations, for our human resources indeed are our institution's most valuable resources.

Organizing The Personnel Office For Effective Personnel Administration

WELDON COOPER

"No virus is more deadly in the pathology of organization than the belief that 'we are different'. This claim of uniqueness often obscures the real nature of the environment and hinders, rather than helps, the cause of effective organization."

The task of personnel organization and reorganization involves the goals of both order and change. Paraphrasing A. N. Whitehead, it may be said that the purpose of organization "is to preserve order amid change, and to preserve change amid order". This thought, or something like it, was probably in the minds of your program chairmen when they selected the word "organizing" as the key word in the title of the subject for this discussion. I assume, therefore, that we start on common ground, with the mutual understanding that organizing for effective personnel administration is a task which has no end and is one in which the goal is to approach, rather than to realize, an ideal situation.

Assumptions

A word at the outset seems appropriate as to the assumptions on which this paper is based. These assumptions are: (1) In the present state of development of the art and science of personnel administration, I suspect that we know more about the techniques of personnel administration than we do about how to organize for, and manage, those techniques. (2) The academic environment, within which the scholar is to pursue his goals of teaching, research, and the dissemination of knowledge, calls for a less tightly knit organizational arrangement than generally prevails elsewhere. Let me comment briefly on each of these assumptions.

"The Triumph Of Technique Over Purpose"

Writing in 1948, Wallace Sayre, after reviewing the developments in the field of public personnel administration, stated that "The personnel administration produced . . . represents a triumph of technique over purpose. This is not an unusual outcome in the field of administration. Nor does the conclusion mean that great historical accomplishments should not be recorded. What it does suggest is that both ends and means now urgently need funda-

A talk before the Thirteenth Annual Conference of the College and University Personnel Association, University of Virginia, Charlottesville, July 1, 1959. Dr. Cooper is Director of the Bureau of Public Administration, University of Virginia.

mental re-examination."[1] He noted the attention given to human relations in private personnel administration and concluded that

> At a time when the urgency, difficulty, and complexity of governmental performance are daily increasing, at a time when industrial personnel administration is moving toward a recognition of the values of experimental and thorough inquiry into human behavior, tempered in application by informality and flexibility in the human relations of organized effort, the public service becomes steadily more dependent upon a cold, impersonal, rigid quantification of human ability and worth in public employment.

These are indeed harsh words and not comforting.

Speaking from the vantage point of 12 years later, one would have to say that the strictures of Wallace Sayre, whether or not they were too harsh at the time they were made, would have to be revised in the light of recent developments. In public personnel administration, for example, the rapid development of training and counselling has marked a move away from quantification. Personnel officials on the whole are doing something more these days than recruiting, examining, classifying, certifying, and separating. Nevertheless, and at the risk of being challenged, I would suggest that we are still somewhat mesmerized by our techniques. Nor can it be said, in my opinion, that the difference is great between public and private colleges and universities. Much is made of the fact that governmental agencies, whether universities or otherwise, necessarily operate under certain procedural controls which do not have to apply in many instances in private institutions. If I read the literature correctly, however, I find many of the same complaints about the stress on procedure in private, as well as in public, institutions.

Perhaps one explanation of this development is the simple fact that the separately organized personnel office is a relative newcomer in the field. The personnel people were preceded by a good many years by the budget people. To some extent it may be that the over-attractiveness of techniques has grown out of the fact that in many instances the personnel function, when first recognized, was oftentimes placed under the direction of the budget. It was only natural, therefore, that the emphasis should be on cold, impersonal standards, rather than on taking more risks in developing a broader personal program.

Environment And Organization

The significance of the relationship between environment and organization is well known. One needs only to compare, by way of an example, the problems of organizing for police administration and for college and university administration to bring this point home. Granted that there is a difference, however, we need to avoid the temptation of assuming that, because the police environment and the university environment are different, there is nothing universal about organization. No virus is more deadly in the pathology of organization than the belief that "we are different".

This claim of uniqueness often obscures the real nature of the environment and hinders, rather than helps, the cause of effective

1. Wallace S. Sayre, "The Triumph of Techniques Over Purpose," **Public Administration Review**, pp., 134-137, Spring, 1948.

organization. In the college and university environment, the personnel officer sees the campus peopled with individuals bearing the classification "academic" and "nonacademic". What is the role of each? The simple answer is that nonacademic people are present for the sole purpose of facilitating the work of those persons engaged in teaching and research. Oftentimes the nonacademic people are referred to as the "servants" of the academic side. This is a most unfortunate designation, because it indicates a superior-subordinate relationship that does not exist when one examines the actual operation of a college or university. Closer to the truth is the characterization of academic and nonacademic people as partners in the achievement of the goals of teaching and research.

Nevertheless, it is submitted that teaching and research, or to put it another way, the search for truth, is dependent even in present times to a considerable extent on the lone individual who has a hunch based on intellectual curiosity and who pursues that hunch to a dead end or to a new discovery. Moreover, those responsible for the management of large-scale scientific research projects involving large numbers of people are constantly faced with the dilemma of reconciling individual desires and initiative and the central demands of the research program. The needs of both the lone wolf and group research cannot be achieved by a university organization which is authoritarian. The neatness of the symmetrical organization chart, as applied to college and university organization, it is submitted, cannot, and should not, be fully achieved. On the contrary, one could think of nothing worse than the college or university which is truly following the strict legal requirements of the organization chart to be found in the office of the president.

If this is a reasonably accurate description of the college or university environment, one must be prepared for a situation in which a number of individuals are strangely ignoring the organization chart, cutting across channels, and otherwise behaving in a somewhat disorderly fashion. If one looks further, however, he will find that this is the nature of the beast; looseness must prevail lest we lose the kind of environment in which a certain amount of free wheeling is not only to be anticipated but is to be expected.

Lest I be accused of advocating anarchy, however, let me say that I do not recommend that the ground rules be disposed of. Our task of achieving change and order is one in which the personnel director, among other members of that entity called the "Administration," is directly involved. So far as I know, the best description of the environment in which the personnel function must be conducted was provided by President John D. Millett of Miami University in your *Journal* some months ago:

> . . . the academic community is able to survive as an institutional arrangement of vigor and utility only by the mutual good will and tolerance of each constituent element one for the other. Immutable principles or absolute positions claimed by any one part in relation to the other parts would quickly make life in the academic community intolerable. The price of institutional existence for a college or university is flexibility among the constituent parts.[2]

2. John D. Millett, "University Management and the Management Consultant," **The Journal of the College and University Personnel Association**, Vol. 10, No. 1, pp. 1-12, November, 1958.

Some Factors Affecting Personnel Organization

Let me turn now to some specific aspects of personnel organization and management which, in my opinion, desire special emphasis. No claim is made that the list is complete. You will also note that I have deliberately omitted any mention of the standard techniques involved in personnel work. Included here are the relationship between the personnel office and the size of the institution; the old but troublesome question as to whether personnel involves service or control; the related problem of the seemingly inherent distrust of the staff and the line; the problem of ruling or being ruled by procedure; the maintenance of effective communication; the hard task of delegation, not a new problem to say the least; the importance of reporting; and the role of the personnel office so far as academic personnel is concerned.

The Factor Of Size

In a college or university with several hundred employees, there is no question that a central personnel agency, fully staffed, is necessary to carry out the tasks of developing personnel policies for the approval of the president, job analysis and evaluation, staffing, administering salaries and wages, and all the other functions commonly associated with personnel offices. Many are inclined, especially at the top level of management, to think that a small institution with a hundred or so employees has no personnel problems. As a matter of fact, the personnel problem is present at any educational institution.

To a harried individual in a business office, who is not only the personnel officer, but is also the chief accountant, the purchasing agent, the secretary of the governing body of the institution, and probably 12 other things, I am sure that this admonition concerning the importance of the personnel function sounds hollow in nature. Nevertheless, personnel here is as important as it is at any size institution, and recognition by top management must be achieved if personnel is to have its rightful place.

Service Or Control?

Much of the recent literature lays great stress on the personnel function as one of "service" rather than "control". With much of this there can be hearty agreement because of the retreat from the old concept of the personnel officer as the one who guarded the gates and kept the place from being staffed by hacks. Nevertheless, the fact remains that the personnel function is a mixture of both service and control. Those personnel officers located in institutions where the personnel policies and practices are determined within the institution itself are nevertheless, in many instances, saying "no" or "maybe" to a requested personnel action by the dean of a college or the head of a department, because the request is contrary to established personnel policy as set by the president or the board of trustees. In so doing, you are enforcing a policy prescribed by the institution for its own protection. Others of you are subject to partial outside control from a state personnel office. In this instance I can only say that the problem is compounded but that, in any event, you are still controlling in many

instances and not serving, at least not in the traditional sense of the meaning of those two words.

Of what significance is this in the matter of organizing? It appears to me that the significance lies in the necessity for organizing the personnel function in such a way that the service overshadows control. By this it is meant that the presence of a personnel officer and personnel people who will take the attitude that something can be done to assist the individual department head or dean with a personnel problem is far better than one in which the attitude is that established personnel policy calls for a negative answer. This approach is one which is not always possible. Institutions of higher learning have their quota of people who regard any control of whatever kind as a personal affront. These kinds of people have to be told no; a firm stand is required with the hope, of course, that higher authority will back one up. Nevertheless, I do not believe that institutions of higher learning have more than their quota of such people, and I would submit that the service approach is a useful foundation on which to build.

Perhaps a specific example will help to make the point. In a university some years ago a staffing problem arose in a particular agency with a rather small clerical staff. It happened that a combination of pregnancy and resignation made it necessary to appoint a completely new clerical staff. The problem was explained to the personnel office, which immediately began to look forward to a recruiting program, and which over a period of a few months would lead to a complete restaffing. The efforts of the personnel office were successful, and the transition was made with a minimum of dislocation. During the entire period of transition, the needs of the operating agency were anticipated by the personnel office, and arrangements were made for overlapping in order that the new staff might be trained as added. This is the kind of service which makes enthusiastic supporters of the clients of the personnel office.

Distrust Of Staff And Line

The mixed service and control aspect of personnel administration helps to accentuate the old problem of the distrust of the staff and line. This is the familiar problem of the chairman of the department, for example, who cannot see why it is that his secretary, who has rendered great service to the university, cannot receive a salary increase a year ahead of the time called for in the pay plan. Similar examples occur to each of us here.

One of the answers, of course, is to write stiff letters to the chairman stating that the personnel policy prevents such a salary increase and reminding the individual of the kinds of penalties that face him if such an attempt should be successful. Perhaps a more fruitful approach is to keep in mind (1) that, as noted above, institutions of higher learning have their quotas of unreasonable people, but (2) that a better way is to provide in the organizational plan for the personnel office, as one of its duties, for a consistent program of verbal interchange with the operating heads of the institution. In this case, personnel as a staff function, it seems to me, must take the initiative in instructing the line department.

For example, in the instance of the department head and the

secretary, I would suggest that the initiative be taken by the personnel director in personally seeing the department head and explaining to him, not only the reasons why his request cannot be granted, but also how the personnel function is organized, what it does, and how its goal is to facilitate the work of the department head. It may well be that the department head will be one of that quota of unreasonable people, in which instance the only recourse is to authority. Nevertheless, I suspect too often we commit the fatal error of assuming that all, or most, people are unreasonable. A recent example of a successful effort along these lines is reported in your *Journal*.[3]

If the impression has been left, however, that the scholars have no responsibility and that the whole burden is on the personnel office, I would like to hasten to correct that impression. The scholars do have a responsibility. My point here is simply that, if one accepts the earlier assumption that university administration must by its very nature be loosely organized, then the methods for accommodating to that structure can be facilitated if the personnel officer will take the initiative in helping to overcome the natural obstinacy of people who are generally uninformed about personnel work.

Rule By Or Of Procedure

The importance of procedure in the conduct of the personnel office is well known. Policies must be established, pay plans prepared, position classifications made, and a whole host of operations must be undertaken which require a large amount of paper work and inevitably a rather formidable set of procedures. Procedure, however, is merely a way of keeping order. If in organizing for personnel administration the emphasis is placed on procedure, the common danger is that the rule will come to prevail that procedure governs rather than contributes.

Here I am not talking about procedural simplification as such, as desirable as all will admit that to be. To be sure, complex and cumbersome procedures, the red tape of government and the green tape of business, are to be combatted wherever they are found. What is referred to here, however, is that the ritual of procedure oftentimes bemuses us and gets in the way of the goal we are trying to approach, namely, the facilitation of the program of teaching and research.

More than a few of us have felt a sense of relief on coming to the office in the morning and finding a pile of work which can be done according to established procedures. It is no personal disparagement to say that most of us prefer the orderly and the safe over the disorderly and the dangerous. In such instances, however, procedure becomes the not-to-be-questioned high priest and leads to what someone has called administrative hardening of the arteries.

Maintaining Effective Communication

Much of the debate over service or control and the distrust of the staff and line arises out of failures in communication within the organization. As is well known, there are many ways by which communication is carried on in

3. Charles T. Clark, "Let's Try Training the Boss," The Journal of the College and University Personnel Association, Vol. 10, No. 4, pp. 5-7, May, 1959.

organization. Communication may be formal or it may be informal; it may be official or unofficial. One who has engaged in personnel administration in a college or university need not be reminded of the importance of rumor as a means of by-passing or making up for an ineffective communication system.

Many of the barriers to effective communication arise out of the tendency of many people to maintain communication by the written word alone. Let it be admitted that there is no substitute for the written word. Nevertheless, effective communication calls also for verbal and other means of communication.

Communication, we have to remind ourselves, is two-way. There must be listeners as well as talkers. In no other way can the communication system be maintained.

The Hard Task Of Delegation

Personnel administrators, like all administrators, continually face the difficult task of separating routine from decision making. Many volumes have been written on various aspects of the art, and I suppose one would have to add the science, of delegation, and the full, complete answer is not yet in sight. Not many of us are fortunate enough to have achieved the proficiency of President Hopkins of Dartmouth, of whom one of his board members said: "I'm sure he is a good president. He always appears to be sitting in the bleachers eating peanuts while the others are on the field playing the game."[4] Delegation, for most of us, is something which comes hard and nowhere more than in a small institution. Even in a one-man personnel office, however, there is at least a part-time secretary!

Personnel administration is not the same as writing poetry or other types of writing based on personal inspiration. There is a great deal of truth in the old wisecrack that "An administrator is one who never writes what he signs or signs what he writes."[5] This arises out of the fact that decision making is almost always a collective, rather than an individual, process. Delegation, within this context, is the difficult task of sorting out that which only the personnel director himself can do or decide. Here again, one faces the constant temptation to do something himself where the answers are already in hand and the routine is safely established. It is not easy, as noted above, to give to others that which they should be given and to retain for one's self that which he alone can do.

Reporting

One of the complaints which top management makes about personnel administration is the inadequacy of the reports received from the personnel office. The burden of these complaints is that the reports oftentimes are not helpful in informing top management about personnel transactions and what is actually going on. Too many reports are merely reproductions of work sheets with little imagination and analysis applied to them.

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4. Harold W. Stoke, **The American College President.** New York: Harper & Brothers, 1959, p. 40.

5. Fritz Morstein Marx, **Elements of Public Administration.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Second Edition, 1959, p. 69.

What does the president of a college or university need to know about the personnel program? The goal, it seems to me, is to tell top management *what* it needs to know, as well as what it *says* it needs to know. A carefully designed and informative reporting system has been known to help prod top-side to take a needed step. Circumstances, of course, may be such that the reporting system is rigidly prescribed or nonexistent. In such instances there is a personnel problem, but it is of such a nature that the personnel director can do nothing about it.

Academic Personnel

Does the personnel office have any role to play so far as academic personnel is concerned except the routine one of seeing to it that the persons get on the payroll? I submit that it does, but not in the traditional fashion to which personnel officers have become accustomed. No one need look forward to the time when the personnel office participates directly in the employment of academic personnel as it does in the case of nonacademic personnel. This is a prerogative which the scholars, deans, and presidents have kept in their hands since the establishment of colleges and universities in this country. For my own, I would not have it otherwise.

On the other hand, the personnel office can be of assistance to the president and deans and department heads if — and this is an extension of its reporting system — it would keep those individuals closely informed as to the status of the academic personnel of the college or university. For example, many colleges and universities do not look ahead and have long-range plans in the matter of staffing. Many of us here have seen an outstanding university department, the senior personnel of which retired over a short period of 2 or 3 years, with the result that 10 years was required to rebuild the department to its former high position among similar departments throughout the country. Again, could not the personnel office, with its expertise in learning the causes of turnover, be helpful to the president in finding out the reasons for, say, an alarming departure of young and outstanding faculty members? Here, however, I do not need to advise this group of the need to walk warily. Scholars will be especially vigilant and will be alarmed at any suggestion that the personnel office is getting out of bounds.

"Philosophical Resignation"

The layman's view of personnel administration in institutions of higher learning is probably rather accurately reflected in the novels about colleges and universities that have appeared in recent years, such as Stringfellow Barr's *Purely Academic* and Carlos H. Baker's *A Friend in Power*. Earl Latham, in a recent review of several of these novels,[6] has pointed out that for the novelist the chief concern relates to appointments and promotions, and notes the strife and turmoil that results. He says:

> Here the human condition is one of anxiety about status, prestige, and money; and the strategems to which the characters stoop to acquire and hold these psychic and material goods are many and devious. In

6. Earl Latham, "The Managerialization of the Campus," **Public Administration Review**, pp. 48-57, Winter, 1959.

> none of the novels does the drama consist in the effort to advance scholarship, science, or discovery. In none is there a profound moral dilemma, choices between good and evil, the compulsions of guilt and conscience, the tragedy of crime and punishment. . . . (The novels) seem, rather, to put (the characters) on display; and then they invite the reader to disparage the exhibition because it lacks taste.

However much we may disagree with the one-dimentional characterizations of these novels, I suspect that each of us in our own experiences would find much in the way of a parallel.

If the novelists have chosen to emphasize the grotesque and the pettiness, however, the knowledgeable will not dismiss their stories out of hand. A recent book by Harold Stoke, now serving in his third presidency, has pointed up the dilemma of reconciling the institutional — you and I would call it the administrative — demands and the need for faculty freedom.[7] He sees some of the causes as arising out of the lack of a clear demarcation of the jurisdiction of the faculty and administration which leads to alleged encroachments one on the other; the growth in administration as institutions get larger with the faculty looking back to the "good old days"; and the sometime rapid promotions and elevation of administrators as contrasted with the slow rise of the faculty through the traditional promotional ladder. The personnel director, as a part of administration, is, of course, within the main stream of this area of ever-present potential conflict.

Much can be done to alleviate these conflicts, and many of the answers come readily to mind. John Millett's advice is especially helpful here. Yet, when all is said and done, it is likely that the members of the administration — the personnel director and others along with the president — must develop what Harold Stoke has referred to as "philosophical resignation. What he cannot help he must accept. As President Ruthven, who for twenty-nine years presided imperturbably over the University of Michigan, said to a younger presidential associate, 'Don't let it bother you. You didn't expect to be loved, did you?' "[8]

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7. Stoke, **op. cit.**, pp. 155-159.

8. **Ibid.**, p. 160.

Preventive Maintenance In Personnel Administration

HENRY W. TULLOCH

"A Preventive Maintenance Program cannot really be preventive, unless there is some idea on the part of management of the forces at work that can disrupt the program, some idea of the role we have played in this field of Personnel Administration in the past, and some idea of the role we should be playing in the years to come."

My assignment here today carries the intriguing title of "Preventive Maintenance in Personnel Administration". So the question immediately arises — preventive against "what"? And the answers come very rapidly with a moment's reflection — preventive against low productivity or efficiency; preventive against poor attitude; preventive against high turnover; preventive against excessive absenteeism; preventive against accidents and injuries; and preventive against any other adverse influences.

In order to get some teeth into this problem, I would like to refer to an actual case — the Preventive Maintenance Program of the Specialty Control Department of the General Electric Company at Waynesboro, Virginia, just 25 miles from here on the other side of the Blue Ridge Mountains. Although *we* are a manufacturing industry and *you* are in education, I am sure much of our approach will be applicable to you in your work, because I shall try to distill *principles* out of the case in point. It matters very little *what* we are manufacturing — whether it be electronic controls as in *our* business, or trained minds as in *your* business; we both have the common denominator of *people* to manage. I believe the same *principles* are applicable in both kinds of environments.

First, I would like to give a very brief outline of our own department, as background for my remarks; then I shall present the *basic elements* underlying our approach toward building a good plant climate. Next, I shall outline the *steps* we have taken in building a favorable plant climate.

I would like to present some thoughts on fundamental thinking that I feel must be done by each of us before any program we launch can be expected to be very successful.

First, for background, our Department is a typical decentralized operation of G. E., with complete responsibility for Marketing, Engineering, Manufacturing, Finance,

A talk before the Thirteenth Annual Conference of the College and University Personnel Association, University of Virginia, Charlottesville, June 30, 1959. Mr Tulloch is Manager of Employee and Community Relations, Specialty Control Department, General Electric Company, Waynesboro, Virginia.

and Relations work. We have approximately 1200 employees, of whom about 600 are factory workers, and the balance are office workers. We have been located in Waynesboro since 1954, having moved there from Schenectady, New York.

Our approach to Preventive Maintenance has been to build what we like to call a "Good Plant Climate". By this we mean an atmosphere that results in the recognition and acceptance by each employee that the best interests of the Department are synonymous with his *own* best interests. In such an atmosphere, management and employees are welded together into a team with common goals.

As Mason Haire says in his book, *Psychology in Management*, "We must find ways to operate the organization so that the worker will see management's objectives in such a way that they are means to his *own* need-satisfactions." And in another place he says: "In most cases there are a variety of forces — resentment of management, fear of a rate change, etc. — which arise out of the fact that the two groups, management and labor, see themselves and one another as separate and divided. Consequently, the one bands together to protect itself from the other, and out of this divisive view, forces arise which serve to hold production down."

Essentially, then, the favorable plant climate is a composite of many individuals sharing the same opinion that "what's good for the business is good for me".

But how do employees get that way? Do we overwhelm them with sweetness and light in their first day's orientation meeting? Or do we use birdshot barrages of communications *after* they start to work? Unless there are three *basic elements* present, none of the steps we take to build a good climate will be viewed as anything but gimmicks, and we are nothing but Medicine Men.

The first element that must be present is *"people consciousness"* on the part of management. *You and I* are convinced that management is the management of people, quite as much as things, but we have the job of convincing others over and over again that this is the fact. In our case, we try to do this in many ways, most important of which is the fact that the Employee Relations Manager is on the same organization level as the managers of Manufacturing, Marketing, Engineering, and Finance. Our General Manager refers to me, the Employee and Community Relations Manager, as the "conscience" of his organization, and it is my responsibilty to assess each proposal of the other functional managers as to its possible effects on the people of our *plant* and the people of our *community*.

The second necessary element in building a good plant climate is management integrity. Peter Drucker, of New York University, puts it this way in his book, *The Practice of Management*: "The best practices will fail to build the right spirit unless management bears witness for its own professed beliefs — the final proof of its sincerity and seriousness is uncompromising emphasis on integrity of character."

The *third* element is an understanding of the *basic needs* of people. I refer to the individual's physical, social, and egoistic needs, the needs which he brings with him to the workplace every day. You have seen many listings of these needs in more common words

— a typical one runs this way:

Job security, good working conditions, opportunity to get ahead, opportunity to be heard, recognition, respect, desire to belong, and money. Regardless of how we state them, the important thing is not to lose sight of them. And the order of preference is relatively unimportant — the employee has need for *all* of them.

If we have these three elements — a consciousness throughout the organization of the importance of people, basic integrity in dealing with people, and an understanding of people's needs — we can then move ahead to build a good climate.

There are several steps in the building process. The first step is to establish objectives and *plan* to meet them. Our work plans cover all the major steps we will take for the next four quarters, who is responsible, and when the item is to be completed. In our case, too, our plans cover *four* major areas of employees — professionals, pre-professionals, clerical, and hourly-rated personnel — because even though the basic needs of each group are the same, the methods of meeting them vary in detail.

In our Relations plan for professionals, for example, we try to recognize their professional status by special publicity in our plant newspaper and our city newspaper for each individual receiving a patent grant; we make certain that each newly hired professional employee meets the plant manager within one month after being hired; and we make every effort to give these people the *reasons* for management decisions, as well as the decision itself.

The second step in building a favorable climate is to *know your people*. We started by learning all we could about the people in our area — their racial characteristics, customs, habits, religious feelings, and their historical and cultural backgrounds. This framework of reference is invaluable in both the handling of employees and in communicating with them.

The third step is to *communicate* management's determination to do what is right. In this connection, we always tell supervisors first, then tell our employees, and then the community. To do this job we have used many kinds of communications tools, including letters to employees' homes, informative conferences, Management Information Letters, a daily paper, employee leaflets, supervisors' family nights, and Effective Presentation Training for Supervisors.

Another fundamental is to make sure there are channels of *upward* communication, and to periodically check whether they are working. If employees are not using the upward channels, in all probability it is because they feel these channels are not safe, or easy, or effective.

Back of all of these communicating devices is a fundamental — management must be *sincere* in the things it says and does. Small incidents of unfairness and expediency and inattention to the needs or job problems of employees all have a way of returning to haunt us in one way or another.

Step number four is to *demonstrate* that what you *say* you believe in; you *really* carry out. If communications are to succeed, the communicator must enjoy the confidence and the respect that come from personal *experience* at the workplace.

We have *missed* plenty of such opportunities, but we have capitalized on a few domonstrators. To name a few: We raised our pay

when it appeared we had fallen behind the community as a result of a community rate survey; we provide convenient parking places for crippled employees; our GE Santa Claus visits the hospital each Christmas to see children of employees; we provide time off with pay for Red Cross Blood Donor drives; and transportation is provided home for sick employees.

These and countless other examples can be given of doing the *little* things for individuals when they are needed. They are the little things whose cumulative effects snowball into good plant atmosphere.

Step number five is still another real opportunity to demonstrate common interests — the opportunity that is connoted by the word "participation". When employees and supervisors at all levels are permitted to participate in developing improvements, and when these efforts are undertaken in an atmosphere of approval, a real contribution to a favorable climate can result.

The sixth step is to make every member of management responsible for building plant climate. As you well know, personnel management does not begin and end with the personnel office. Everyone who *supervises* people — and everyone who occupies a portion of authority in the eyes of the employees — *influences* people. It is their individual responsibility to see that proper advantage is taken of every opportunity they have for improving the working atmosphere of the organization. As personnel people, it is our job to educate every member of management to this fact. We do it periodically.

Finally, step number seven is measurement — taking readings on the climate. There are some standard indicators we check periodically for clues. In a good climate, for example, we expect low turnover, low absenteeism, pride in work, friendliness in personal contacts between workers and supervisors, a reasonable number of grievances coming up the line, a good safety record, and accomplishment of regular work assignments in normal planned time.

There are also some other indicators we are using. One of the best, although not planned by us, is a union election. Here is the real payoff of whether your employees believe in you or want an outsider to come between you. In lieu of this measurement, however, you can get feedback by going after it. We use the very direct method of asking employee opinions. We just completed a survey of 15% of our non-supervisory personnel and 100% of all supervisory personnel in our manufacturing organization on seven major areas: (1) pay and performance, (2) hiring, promotions, and layoffs, (3) disciplinary action and dismissals, (4) complaints, grievances, and unfair treatment, (5) first-line supervision, (6) attitudes toward management, and (7) working conditions.

As a result of our findings in this survey, regular meetings are now being held between our staff in Employee Relations and the Manufacturing management staff to review the recommendations for improvement. It is interesting to note that we attempted to forecast what the opinion survey would show the major problems would be — and we came very close. But we did not realize that both employees and their supervisors felt that upgradings and promotions are the most serious personnel problem in our plant. This is very

important knowledge for us to gain — and we are working hard to repair the situation.

There are other measurement devices — not as scientific as the survey — but still useful, such as frequent tours of work places to talk directly with workers on the job. These face-to-face contacts are most helpful to us, as well as useful to the employee in providing an opportunity for him to let us know how things are going. At this point it is most important to *listen.*

Measurement is essential — for *building* a climate is only half the job. *Maintenance* of good climate continues to be a full-time job.

To summarize, then, a "Preventive Maintenance Program in Personnel Administration" is aimed at building good employee climate. To do so, three basic elements must be present: recognition that management is the management of people as well as things, management integrity, and knowledge of people's needs.

If we have these elements, we can build a good climate through seven steps: (1) establishing objectives and plans to meet them, (2) knowing our people, (3) good communications, (4) demonstration, (5) participation, (6) making every member of management responsible, and (7) measurement and corrective action.

However, a Preventive Maintenance Program cannot really be preventive unless there is some idea on the part of management of the forces at work that can disrupt the program, some idea of the role we have played in this field of Personnel Administration in the past, and some idea of the role we should be playing in the years to come. I believe that *you* should be addressing yourselves to these questions in *your* work, just as I must do it in mine, if your Personnel Administration is to be Preventive in character, rather than just a fire-fighting device.

Problems Of Building A Training Program

FRANK K. GIBSON

Dr. Gibson presents an excellent brief summary of training programs — what they are, who should train, how much they should cost, and why they need support.

My task today is a pleasant one. In some ten minutes I am to discuss with you the problems of building a training program, yet I feel certain that you are all extremely aware of the problems and are now desirous of getting some answers. This, however, is where the pleasant part comes in, for I am not charged with giving you any answers.

Our chairman has thoughtfully broken my subject down into six sub-heads which means, if my arithmetic is correct, that I have approximately one minute and 40 seconds for each topic. This deprives me completely of any time to tell jokes, but this is probably no great loss.

Apathy, Reluctance, And Resistance

My first assigned topic is "apathy, reluctance, and resistance". In a recent issue of the *Harvard Business Review*, the following comment on this subject was made by Mr. Willard Bennett:

> The latent resistance of the average person to training has several explanations. First is the simple human distaste for change. Second is experience — the fact that each manager has hammered out for himself some pattern for handling his job. There is a natural reluctance to leave these old and familiar ways and plunge into the unfamiliar, the unknown — particularly when the advocate of the new technique is a professional educator or a staff employee, neither of whom the manager suspects, has ever had actual firing-line supervisory experience. . . . Some of this is caused by the fact that training people have felt constrained to take a vastly complicated profession, break it down into simple rules and cliches, and serve it up precooked and predigested to their pupils.

I think only one thing more need be said on this subject of resistance to training. We must always keep in mind the fact that we are here dealing with human beings with all their frailties. It makes little difference whether you are dealing with top-level supervisors or dietitians, when you begin to talk of the need for training, the average person takes this as a criticism of his performance. After all, if he is doing a good job (and strangely enough most employees think they are), then there is no need for training. To speak, therefore, of such a need implies that a good job is not being done.

This means that one of the first rules in building a training pro-

From a workshop presentation at the Thirteenth Annual Conference of the College and University Personnel Association, University of Virginia. Dr. Gibson is on the faculty of the Department of Political Science, University of Georgia.

gram is to be sensitive to the sensitivities of the people involved. You must not, under any circumstances, spring a training program on your employees full blown. Pigors and Meyers caution against this when they note, "If a training program is to get good results, employees must want to learn and supervisors must want to teach." Absent this desire, a feeling of apathy toward training will quickly change to a feeling of resistance. The personnel office of a university or college must never initiate a training program. It must, instead, by subtle and often devious means, shape the thinking of supervisors and employees so that they demand a training program.

Who Should Train?

Another ticklish problem is posed by the question of who should train. I think most persons in this field would agree with the following quotation in this regard:

> The responsibility for final results (in a training program) rests with line management — with supervisors in the department in which the employees are to be trained. Since the supervisor is responsible for the production of his department, he is also clearly responsible for the proper training of the employees he will supervise.

Let us assume that we have gotten over our first obstacle of the natural apathy toward training programs. Now who are we going to use as our instructors? Will we use Peter Rock who has been a line supervisor for years and who knows his job inside and out, but who cannot articulate on any subject, except the relative qualities of the New York Yankees and the Cleveland Indians? Well, rather obviously we can't use Peter Rock. Too many of us have sat under college professors who had a complete grasp of their subject, who could write learned tomes, but whose ability in the classroom was almost nil.

How about Johnny-Come-Lately, college graduate, knows the latest in training methods, good speaker, aged 25? Aged 25, speaking to a group whose median age is 45? Well, let's not use Johnny for the first program at least.

How about some organization on campus that is skilled in management problems but knows nothing, for example, of hospital administration? Now, the general problems of hospital administration may not be basically different than those of any other administrative agency, but you will have a difficult time convincing doctors and nurses of this.

It's easy to answer this problem by resorting to the old cliché about "training the trainers," but even there you have to get someone to start the ball rolling. In a large university a special training officer can be employed, but for the small school the only answer appears to lie in the use of local talent — however inadequate that talent may be.

Who Should Develop Training Materials?

The question of who should train slides very nicely into the concomitant problem of who should develop materials for training. In training supervisors, most people involved in these sorts of programs will tell you that your trainees should be asked to develop the cases, the problems, the needs, that will constitute the core of your program. This is a lovely theory, but, like so many other theories, it sometimes falls under its own

weight. What normally happens if you resort to this is that you will get a dreary procession of personal experiences that constitute personal difficulties, rather than problems that apply across the board.

Time Away From The Job

It has become trite to say that a training program worthy of its salt should be conducted on company time. After all, the basic reason for your program is not the edification and enlightenment of the employee, but rather the ultimate good of the company or university in terms of increased efficiency, higher morale, greater productivity, and the like.

So we will say, let's conduct our program on company time. Then the lament begins. "I'm understaffed at best." (It does appear that everyone is understaffed these days.) "I can't possibly spare these people now — later perhaps." But you finally convince the supervisors that they can give time off, and what happens — you run into scheduling difficulties. Some sections are busiest in the mornings and will want the program in the afternoon; others will want the program in the morning. Finally, you will always run into the difficulty of holding the training session during the last hour of the work day, for this cuts into the 15 minutes that most employees, especially ladies, spend in "getting ready" to go home.

Expense And Support

My fifth and sixth problems can be handled as one. They involve the expense of the program and the necessity of getting top-level support for the training program. These two subjects are not mutually exclusive, for you will find that all too frequently top management will give hearty approval to a training program until some accountant sits down and begins to add up the cost. It's amazing how attitudes can change when dollars and cents are involved.

A good training program is expensive in most cases. I think we can accept this. It is certainly true that time-motion studies are available to tell you the best way to sweep a floor, and this can be taught to your janitorial staff rather easily and at no great expense. When you get much above that level, however, your costs begin to rise rather rapidly. Not only do you have the indirect cost of time away from the job (which can be considerable in any well-developed program), but the direct cost for teaching aids, background material, and the like mounts rapidly.

Many top-level people in government agencies, and in quasi-government agencies, have not yet been sold on the proposition that training above the manipulative skills level pays off either in the short run or the long run. We have an exceedingly mobile population with a subsequent high rate of turnover in many places today. Why train a man if he is to leave your employment in a relatively short time?

With this attitude, I am sympathetic. I have seen many statements, articles, and even books on the efficacy of training programs. Most, however, are based on theories that have little factual data to back them up. There is not sufficient data available today to prove to top management or to me that training programs above the sub-professional group level are worth the time, money, and effort that goes into them.

A Concept Of Faculty Morale

LEWIS B. MAYHEW

"As American society sends larger and larger proportions of its sons and daughters to college, and as it spends larger shares of its total income for education, faculty morale becomes a problem of public concern."

Possibly the single most important factor in the sucess or failure of a collegiate institution to achieve its goals is faculty morale. It is also possibly the least understood phenomenon and the one complex which most defies definition. It is something which concerns every person who contemplates working at an institution, and it is something which must be judged by anyone seeking to appraise a college or university. Yet, these various persons are unclear as to what it is they are considering.

The very nature of faculty morale is subtle. One senses its presence or absence rather than becoming conscious of it. This past fall, for example, I had occasion to spend some time at two reputable institutions. It was in September, and at one college, faculty people felt a tingle of excitement, as well as a feeling of genuine contentment, as they greeted each other and inquired about the summer and plans for the year. There was a warmth of feeling in this group which was completely lacking in the other institution. There, one felt a tiredness, a boredom and a great deal of anxiety in the conversation of faculty members. There were the usual greetings, but there was the rather frequent inquiry about who was going to get what administrative post, who had been promoted the previous year, and what were the chances of moving on to a better paying position. An interesting sidelight is that the median salary at the institution suggesting poor morale is close to two-thousand dollars higher than the median at the institution exhibiting good morale. Further, the teaching load for the poor-morale school averages ten hours per week, while the good-morale institution requires upwards of fifteen hours per week from each teacher.

Not only is morale subtle, but if one seeks to discover consciously some of its ingredients, one immediately encounters paradoxes and incongruities. Salary and teaching load are only examples of what would seem, on the basis of common sense, to be associated one way, but which in reality may be associated in another. Other examples come quickly to mind. Over the years we have been told that democratic leadership was likely to result in good morale, while authoritarian leadership would

A paper presented at the Association for Higher Education Departmental Meeting on "The Dynamics of Staff Morale," Hotel Statler, St. Louis, Missouri, June 29, 1959. Dr. Mayhew serves as Director of Research for Stephens College.

create a poor climate. At one institution the president ran the entire institution from his vest pocket. He hired the faculty, he decided the direction the college should take, he changed rules regarding student conduct at will, and he changed conditions of faculty service also at will. For example, he did away with academic rank in a single sentence at faculty meeting, and it has never been restored. When he retired he was succeeded by a person thorougly embued with liberal beliefs. The faculty, he felt, should have a large voice in setting policy and should really run the institution. The president should execute the will of the faculty and should use his time to improve the conditions of work which the faculty defined. The incongruity lies in the fact that under the first president morale was high, the institution flowered and by any known criteria enjoyed a creative existence. Under the democratic president the institution almost failed, even though it was a time of prosperity and rapidly rising enrollment.

One has further difficulty making an analysis of morale, because one's own morale is bound up with, and conditions, one's perceptions. At one institution a major change was made in the teaching orientation of a large department. The dean, who had helped bring about the change, believed that it was consistent with the wishes of the department and of the student body and that it corrected a bad morale situation. Some leading members of the department thought otherwise, and agreed to live with the change simply because it was personally inconvenient to move elsewhere. At another institution the dean felt that his faculty enjoyed a great deal of personal freedom and that he could document that the faculty had high morale. Two members of the North Central Association leadership training program visited a faculty meeting at that institution and reported their chief impression was one of a faculty fearful of expressing itself on controversial issues. At still another institution a consultant sensed on his first day a kind of aimlessness on the part of the faculty but on the second day a very firmly established set of purposes. Now the point here is that each of the perceptions was right, but right only in terms of the personal orientation of the observer. One can find this phenomenon on many campuses. The dean will describe morale in one way and senior faculty members in another. At one institution the vice-president remarked that they had no major problems. Two hours later a senior division head broke down and cried about the perplexities facing the institution. Both men were right, and of course both men were wrong.

Again one has difficulty becoming creatively analytical about this subtle feeling of morale, partly because it appears much easier to discover what seems to make for poor or low morale than to find the converse. At one institution marked salary inequities seem correlated with low morale. At another, inadequate physical facilities, and at another ineffective top leadership, seem the troublesome spots. But rectifying these weak spots may, or may not, result in improved morale. Persons who have consulted with colleges on problems of accreditation have experienced the same thing. Colleges will be told to refine their statements of general education, to

develop a faculty handbook, to institute a tenure policy and to improve their testing. They do all of these things and still remain as marginal colleges. There are many articles suggesting that the absence of certain things are related to poor morale. Low salaries, lack of faculty identification with the institution, lack of time to do research, lack of community or administrative respect, each can be cited. Yet the precise way the opposites of these should be combined has thus far defied formulation.

Yet answers must be found! In this regard the situation is analogous to effective teaching. Research has yet to provide any but the broadest suggestions as to what is effective teaching and how it can be brought about. Yet if colleges are to achieve their purposes, this problem must be solved.

Faculty morale has come to be a crucial problem for several reasons clear to all of us. At a time when higher education is apt to lose many of its best people to other vocations, even though its need for them is greatest, morale becomes a highly practical matter. As many new institutions are being created, the dynamics of creating a faculty having good morale must concern the leaders of those new colleges and universities. As American society sends larger and larger proportions of its sons and daughters to college, and as it spends larger shares of its total income for education, faculty morale becomes a problem of public concern. In earlier times teachers in colleges in crossroad hamlets could live out their lives in quiet, poverty-stricken desperation with no one really caring. Now that academe' has appeared as a potent instrument of national policy, the morale of its inhabitants becomes of concern comparable to the morale of the infantry platoon on duty in Hanover, Germany.

As one approaches greater understanding of faculty morale, one can get some help from each of several different fields of scholarship and from the results of solving practical problems of group effort.

High morale seems to require some positive goal toward which the institution can move. Many faculty members tire of trying to state and to understand the purposes and goals of their institution, believing that such things are mere window dressings dreamed up by the dean's office. Yet unless the institution has a pretty fair understanding of where it is going, its faculty will probably have low morale. As evidence one can look at the many institutions which are at mid-passage between having been religiously oriented liberal arts colleges and becoming secular, multi-purpose institutions. Until the conflicts and tensions of this transitional period have been resolved, one can expect high faculty turnover, intensive warfare and strong faculty-administrative animosities.

Then, too, high morale demands mutual support for those involved in the enterprise. If the administration is bending every effort to make the institution large and powerful while the faculty members are working hard to keep the school as it was, morale will suffer. If the administration sacrifices free inquiry to placate legislative critics of the institution, morale will suffer. If the institution is divided into power blocks, each striving to obtain a larger share of funds and research help, morale will suffer. Stringfellow Barr in *Purely-*

Academic has described a typical campus jungle in which the various departments in the social science division engaged in serious strife for the sake of their respective research projects. Now, obviously, there will always be competition for the restricted resources of a complicated university. The point is that if this competition is allowed to be unchecked, the morale and the morality of the jungle will result. In this connection, one might hope some day for the elimination of the academic department as one means of increasing mutual support. For academic departments seem to be about the most predatory of academic institutions.

High morale requires that the faculty feel itself under some threat of danger, but not such great danger that morale will suffer. There needs to be a sense of shared facing of common problems. Here an analogy may be appropriate. People in wartime cities which were targets for enemy bombing could be divided into three groups — those who had never been bombed, those who had experienced bombing but at some distance, and those who had experienced bombing directly. Of the three, the middle group seemed to demonstrate the highest morale, defined as the ability to tolerate frustration, go on about their daily living, and to manifest a pronounced elan. Now faculties without major threat from outside can consume each other in a variety of ways or can lapse into apathy. Faculties whose very existence is in question, as when the institution may be abolished, will simply become separate individuals, each concerned with his own welfare. However, faculties which have some feeling of threat — whether it be from the possibility of deluge by hordes of students or of being investigated by a McCarthy type of inquisition, or the challenge of solving a vexing curricular problem — have the potentiality of drawing together and becoming really creative. One can speculate that some of the most vigorous growth at the University of Chicago came when it was fair play for anyone seeking headlines to label the school communistic. One can also speculate that a principal responsibility of administrative offices is to help faculties understand the nature of the threats or challenge which they must face and then to help them think through solutions to these problems.

High morale also demands that individual faculty members have a belief that they can do something toward achievement of the institution's goal. It may be giving speeches before some interested group, serving on a curriculum committee, or engaging in some other activity. If the individual can believe that he contributes toward a desired goal shared by his colleagues, increased individual morale will result. If the individual comes to believe that what he does is of little real worth, a condition of potentially low morale is likely to result. Lastly, the faculty must be able to realize some definite progress toward the goals. If great effort is expended, as in the case of preparing for accreditation, and no progress seems to be made toward recognition by sister institutions, faculty morale will suffer. On the other hand, if even small, but definite, gains appear to be made, important increments to morale result. If a faculty can see that its efforts have resulted in more alumni giving, a better student body, a new wing to the

library or something else, it will be more likely to accept considerable frustration of its individuals' desires.

Social psychology has provided several concepts which rightfully deserve a place in any consideration of morale. The first of these is the concept of role. Each individual, as he proceeds through life, plays a variety of roles. For some of these there is fairly general agreement as to what duties and responsibilities are ascribed to what roles. Thus, little girls play with dolls, little boys with guns. For others the individual must exercise some ingenuity in defining what are proper behaviors. Thus men at the present time experience some difficulty in coping with changing sex roles. Should or should not the husband do the family shopping? Further, a person plays a number of different roles at simultaneous periods in his life each with different expectancies. A man is at once a husband, father, teacher, colleague, scholar, and member of Rotary. Now each of these requires different behaviors, but unless there is some over-arching consistency, the individual experiences tension and considerable frustration. As a member of the faculty, a person will be a lecturer, committee member, administrative officer, counselor, and employee. If marked inconsistencies exist in the expectations associated with each of these roles, problems arise. Thus, if the role of lecturer demands authority and gives responsibility, while the role of counselor requires complete subordination of one's self to students and to the red tape of reports and record keeping, a conflict will result. If, as a committee member, the faculty member is expected to make broad recommendations regarding college policy, while as an employee he is subject to the whims of a clerk in the payroll office, another conflict results. People, in whom serious personal conflict exists, cannot exhibit high morale. Groups of such people cannot demonstrate high group morale.

Another related concept is that of self-image. Each person carries a vision of himself which may or may not be similar to that held of him by others. In general, the closer a person's image of himself is to that generally held by most of the important people in his life, the more stable will be his responses. Trouble arises when a marked discrepancy results. Consider, for example, a division head who is appointed simply because no one else can be found to take the job. In the minds of those appointing him he is a rather mediocre man, while in his own eyes he may feel that he is one of the real leaders of the institution. Or an even broader problem. Some weak schools can only afford to employ marginal teachers, yet those teachers are then provided with the various symbols of professorship. Persons who occupy such roles may come to believe that they are the intellectual elite of the country. When their colleagues from the other, better institutions don't recognize them as such, or when society fails to regard them as true leaders, conflict again results. One can suspect that some of the shrill demands for standards which one sometimes finds on small, weak college campuses, is simply a reflection of poor morale due to such a conflict.

Still another social psychological notion of relevance is the type of

leadership and followership found in a particular college. Overly simplified, the findings suggest that extremely authoritarian leadership results in poor faculty relationships, absence of creative group effort, and a great deal of personal animosity directed toward the institution. At the other extreme a laissez-faire type of leadership results in apathy and a great deal of personal anxiety on the part of individual group members. A faculty, in which there is shared respect and responsibility between leaders and members, seems typically best. Here, however, other factors must be considered which may temper this generalization.

For example, the possibility for democratic leadership is modified by several factors which psychiatry has discovered. To a certain degree every person possesses neurotic trends within himself which determine the kinds of work he selects and how he performs it. Normal people are generally able typically to satisfy their neurotic trends by their work or to keep them under sufficient control that they don't become debilitating. The by now well recognized hypothesis that surgeons are people who have adapted deeply destructive tendencies to socially accepted purposes is an example. College professors similarly reflect unconscious tendencies. Some, for example, may have entered college teaching in order to revenge themselves on young people because of the way they felt they were treated as children. If their own relationships with parents were sufficiently intense they are likely to make excessive demands on their students while resisting even the slightest requests from administrative officers. Presidents and deans have in some way become parental figures and so the childhood fight continues. If the dean acts like an authoritarian father, the professor reacts negatively and defensively. If the dean attempts to share responsibility in a democratic way, the professor is left anxious, simply because this isn't how parents are supposed to act. Another example, expressed particularly in American society with its ethic of work, is the tension which results between a teacher's belief as to what he ideally should do and what he in fact does. In persons in whom this conflict is pronounced, a democratic work situation may prove too much to handle, because the dimensions of his job have been left to him. The battle between the compulsive *should* and the realistic *is* leaves many people hard to live with. Someone has remarked that the proliferation of faculty committees is an outgrowth of this conflict. The professor has put in his hours of teaching, but nine or fifteen hours are scarcely a real work week in the American ideology. Somehow study, or simply thought, doesn't quite qualify as work, so the professor, in order to salve his conscience, spends the rest of his day in meetings, which serve as a ritualized work.

A second allied complex are the motivations of people toward their status and the chances of their being satisfied. On the assumption of levels of desirable status, it has been noted that counselors are frequently people who wanted to enter psychiatry but were prevented from doing so by any of a variety of factors. American society has assigned greater reward for executive or administrative work than it has for the actual practice of a vocation. Deans and

presidents receive many desirable things which professors do not. It is quite understandable that the teacher would like to have a higher salary, a private office, a secretary, or a travel budget. Yet he cannot, or, because of other values, he may have decided he will not seek such rewards at the price of giving up his teaching, his research, or a nine-month work year. Whichever obtains, the fact of conflicting motivation toward status is a quality of morale.

From sociological study come additional facets of morale. America is a stratified society having an ideology of upward social mobility. People are born into one class, and while the majority of them will remain in that class, they have the hope of moving into the next higher one. There is the strong possibility that college teachers are persons who have used formal education and the position of college professor as means of increasing their social status. It is significant that middle western liberal arts colleges produce more people who eventually enter college teaching than do eastern liberal arts colleges. One can speculate that undergraduate schools such as Princeton, Yale, and Harvard attract young people from a social class to which college teaching would seem to be no advance. On the other hand, the mid-western schools, attracting young people from the lower middle classes, open for them the possibility of rising higher than did their parents. Faculty morale depends on providing for the realization of this upward striving, yet allowing people to live comfortably with the rationalization that other values, such as love of scholarship or desire to serve, are the more important considerations.

Allied with this upward striving is the marginal status of college teachers. A marginal person is one who has left one social group, but who has not been accepted by the one he seeks to enter. Classic marginal men are second generation immigrants who reject parental values yet can't quite be assimilated by the majority culture. College teachers frequently come from upper-lower or lower-middle class homes. They are seeking to enter the higher level, yet have been denied full entrance. They are not accorded the financial status of the upper-middle class, nor are they typically accorded the full social respect paid to doctors, lawyers, executives, and the like, who have made the grade. A result of marginal status is excessive personal tension and a resulting conflict within the college subculture itself. And if it happens that the administrative officers have come closer to being accepted into the next higher level than have faculty members, this conflict can become quite destructive.

As a complete aside, I have often wondered if the marginal status of college teachers was not, in part, suggested by where professors are buried. It has appeared to me that when professors die their remains are sent back home for burial. It has also appeared to me that doctors, lawyers, architects, and policemen are buried in the community in which they had lived and served. This suggests that even at the conclusion of the academician's life, his family realizes that he has been marginal, and he is restored to the place in which he rightfully belongs.

Each society attracts its best people into those activities which it values most highly. It has been remarked that medieval Europe

sent its most capable people into the Church, and that people entered the religious life because it was consistent with their abilities. The Church in contemporary America does not attract a similarly capable group to its service. One can also speculate that college and university teaching does not really attract the outstanding men and women of the society. Yet the ideology which the teaching profession has developed is that its members are of the intellectual elite. This pleasant subterfuge would not seem to affect morale until one realizes that these teachers, who typically are capable people, but not the most capable ones, are put in the position of educating the really outstanding young men and women of their region. If the faculty doesn't realize that its student body may be more capable than it is, student morale will be affected, and a high drop-out rate results. If the faculty does realize that many of its students outreach its own intellectual powers, its self-esteem can be seriously damaged. One notices the resentment with which faculty members complain about their students who start work at higher salaries than they themselves make. Perhaps one solution to this apparently unsolvable difficulty is to encourage faculty members to conceive of themselves as parents who can take pride in the fact that their children attain heights of achievement which they themselves did not attain. Such a solution does, however, have some obvious drawbacks.

From anthropology the concept of cultures and sub-cultures seems also to have some relevance. One can conceive of the academic community as consisting of various sub-cultures, the participants in which gain their greatest security from the group sharing their own values. From time to time members of one group are willing to sample the life of another group in much the same fashion that members of the American colony abroad will visit bazaars and native homes. After a brief stay the typical member retreats to the security of his own kind. A few people go native and thereby lose the respect of their own group. In academe', students represent one sub-culture which may pick up a few of the artifacts of the faculty sub-culture to take away with them. The faculty may also visit the administrative sub-culture and take some of its ideas — but not too many. The student who accepts most of the faculty values, or the teacher who gets too close to administration, loses face with the group from which he comes. Unless the institution is willing to allow such people to go all of the way into the other sub-culture, marginal people result. To make this explicit, some faculty members are given so much administrative responsibility that they become suspect by the faculty. Frequently, however, this same institution does not have a definite spot in its administrative structure for such people. They become neither fish nor fowl nor good red herring. Unless this group of administrative assistants, chairmen of curricula committees, and the like, finally form a new sub-culture, they exist as useful aids, but as trouble spots in faculty morale.

In these brief remarks, I have tried to suggest some of the dimensions of faculty morale. I have sounded more positive than actual evidence will allow. These various theories ought to be viewed more as hypotheses which sub-

sequent research should seek to examine. However, on some of these points, enough is now known to suggest some definite steps which can be taken in the interest of better faculty morale.

1. The most important single improvement would be enhanced communication or a sharing of ideas and information between all members of the academic community. If people talk with each other, they sooner or later will come to understand each other. Understanding then leads to appreciation. It requires constant effort to maintain communication. Simply printing something in a faculty handbook is not enough. There must be formal announcements orally and in writing, many contrived opportunities for informal communication, and a climate in which actual informal contacts are likely to happen.

2. There should be clear channels of communication between the various campus sub-groups, but these should not be forced. If they are, the existence of the subculture will be threatened and their defenses put in readiness. Some ways must be found so that faculty members may make more trips to the administrative bazaar and students to the quaint faculty habitats.

3. The college structure should tend toward the democratic model, but with enough direction from the key positions in the institution to give faculty members a feeling of security and a feeling that someone knows the direction the institution is taking.

4. Those responsible for the conduct of an institution must realize that there are a wide variety of motives for people to enter teaching. Some of these are conscious and some completely unconscious. Unless the particular motivations of each faculty member are to some extent satisfied, poor morale will result. One person needs to feel the thrill of standing up in front of a class, while another needs almost daily kind remarks from someone in authority. One person needs to feel in on things as they are decided, while another wants to be left alone — but not too much alone. Some persons in teaching are economic men, while others want only status, and while still others want only the power to cause others to behave in certain ways. No single policy or practice will meet this variety of needs. Thus a passionate devotion to a uniform system of pay, of committee appointments, or even of allocating class hours, will fail. On just the matter of promotions, recourse to a single criterion, whether it be research, teaching, or something else, must result in hurts. One man should be promoted because of his national activities and another because he stays home and teaches undergraduates. In some way this must be done, and the people to whom it is done must know that conscientious pluralism is in effect.

5. There needs to be significant research carried on on all campuses and in the nation regarding the dynamics of faculty morale. There is, of course, an almost inexhaustible list of problems which could be studied. A few of the more significant ones can be mentioned.

There should be more studies of the sort represented in *The Academic Marketplace*, which seeks to determine why faculty members make the important decisions of their careers. Why do faculty people enter teaching, leave teaching, or change positions?

There should be periodic checks

of the status of faculty morale at each institution. At Stephens College, for example, a brief questionnaire has been developed which seeks faculty judgments as to how a number of things seem to be going. Such a device could be used every several years just to obtain indexes of morale. Plotting these over a number of years should provide useful generalization.

There should be exploration of the relevancy of some of the important theoretical concepts likely to be of value in the study of morale. For example, the concept of role seems a useful one, yet it has not produced much significant empirical research. If it cannot, then perhaps new concepts should be developed. Similarly, personality structure and its relationship to particular social groups should be explored. Research on authoritarian personality has suggested that some people cannot function comfortably in a democratic situation. This should be explored in the context of collegiate administration. Perhaps some faculties cannot live with a democratic administration until after a fairly complicated retraining period.

There is need for some introspective reports of individual staff members on the fluctuation of their individual morale. If we are ever to understand faculty morale, we must find out how the human being reacts to the various pressures of his academic life. This cannot be studied by quantitative means, but seems to require the sort of data which one can get from individual diaries, journals, or written introspection.

There should be detailed study of the primary groups of academic life which are similar in significance to the family or neighborhood gang. At present the academic department seems to be the chief primary group. It should be examined with all of the tools of small group analysis, including detailed participant observer studies.

Faculty morale is, as we remarked at the outset of this paper, a complicated phenomenon. The best we can do here is to suggest its complexity and to raise questions which need answers. Perhaps, as we learn more about interdisciplinary research, we will be able to provide the answers themselves.

Editorially Speaking . . .

(Continued from Page v)

Some will say that the field will be specialized and that there should be established a body of disciplines — a core curriculum of subject matter — that must be mastered prior to entry into the field. If this be true, then I am sure that some of us in the field will fall far short of having acquired these disciplines in the formal classroom. Where do we find the institutions that have set up this formalized curriculum and evaluated the courses?

Others will say that a good basic background in a liberal arts education will suffice, and that the skills can be learned in the apprenticeship period. I, for one, tend to believe in this approach at this time. It seems to me that each of us has a duty and responsibility to seek out the young man or young woman on our campus who has the potential for personnel work. It is important to interest these individuals in the field and to keep on our staff at all times a position where these individuals can learn the disciplines of the profession. We should always be ready to press these beginners to take additional college courses that will benefit them in their chosen field. Then, when we feel that they are ready for advancement, we should help them find a position at the next level of responsibility.

Even then our job is not done. We must follow these young people with interest and be ready to assist them in any way that we can. This Association can be, and is, of assistance in this field. Our Conferences are learning situations; our *Journal* is a device for disseminating knowledge; and we must urge all people concerned with personnel, not only to become members, but also to attend our Conferences. Those of us who have attended these Conferences over the years will say in unison that they have been a good training ground for all of us. It is here that we exchange ideas and develop new ones. Can our organization do more? I am sure it can, and will, as the years go on.

Then there is the area of our work, which differs from university to university. Some Personnel Directors are so far down on the organization list that they have little chance to be heard. We must somehow lift the status of the Directors to the place of being accepted as an administrator of sufficient status so that he will be consulted in policy matters pertaining to personnel.

We must pick up the initiative and make ourselves felt in our respective institutions. We must press ahead making our respective personnel programs the best possible. The employees of our institutions must see, and know, that we are trying to assist in gaining better working conditions for them.

At the moment I think our greatest need is to take the next several years and use them constructively in building a concept of professionalism, which will include a body of disciplines, knowledge, and attitudes that can be recognized by our administrators, faculty, and staff on each of our campuses.

Until the present time I fear that the college personnel field has been somewhat like Topsy — "it just growed". It is up to this organization, and more particularly to each of us as members of this organization, to see to it that we no longer "just grow".